DOCUMENT RESUME

ED 339 078 EA 023 374

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TITLE Academic Magnet Program at Burke High School.
INSTITUTION Charleston County School District, SC. Div. of Curriculum and Instruction.
PUB DATE 88
NOTE 35p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; *Advanced Courses; Advanced Placement Programs; College School Cooperation; *Course Descriptions; *Curriculum Development; Higher Education; High Schools; *Magnet Schools
IDENTIFIERS *Charleston County School District SC

ABSTRACT

A plan for the academic magnet high school (AMHS) program offered by the Charleston County (South Carolina) School District is presented in this report. A program overview describes general goals for students, which would emphasize thinking skills in all academic core areas, problem-solving skills in mathematics and research-based science, advanced computer skills, and statistical analysis. A science fair project and a "mini" thesis in fourth-year science would be required. The document then provides descriptions of advanced placement courses, school/university collaboration in the Charleston area, a list of electives in the AMHS program at Burke High School, promotion and admission standards, student outcomes, and a timeline for implementation. Two charts are included. (LMI)

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Charleston County School District
Charleston, South Carolina

Academic Magnet Program

at

Burke High School

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SPRING 1988

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I MISSION STATEMENT

When the Magnet School Committee was formed in 1983, a mission statement was developed and then revised as a guide for planning. The intent and purpose for which that statement was originally created remains a mirror image of our present mission.

> Our mission is to create, define and implement the first in a series of programs of excellence within the Charleston County School District which together will raise dramatically the quality of education throughout Charleston County School District.
>
> Each program will be designed to ensure successful completion of a rigorous curriculum and adequate preparation for college or other meaningful participation in our society.
>
> The program will be one which challenges each student, teacher and parent with the highest expectations.

We remain faithful to these statements conceived to develop a center for excellence which will prepare students to meet society's present and future demands.

II. PROGRAM OVERVIEW

Phase I

During grades nine and ten, students will take coursework designed to strengthen or accelerate their knowledge and skills in the academic core areas: English, mathematics, social studies, science and foreign language. In English major emphasis will be placed on analytical thinking skills and writing. Literature will be correlated to the humanities to reinforce interdisciplinary studies. Science and mathematics courses will emphasize processes, applications and data analysis which will prepare the student to engage in research projects during Phases I and II.

Every year that a student is enrolled in a science course, he/she will be required to submit a science fair project to be exhibited at a school-wide science fair. (Note: Negotiations will be initiated with the College of Charleston Science Weekend committee to allow the Academic Magnet High School Program to submit more than the usual number of projects allotted per school in the Low Country Science Festival.) Each year, expectation will be increased. Efforts will be coordinated with the math department to facilitate the teaching of statistics to students. The research schedule is as follows for Phase I: First year - successful completion of the science fair project including a display. Second year - Successful completion of a research project which includes statistical analysis of data. Included would be a science fair display of the project and also a research paper.

In the foreign languages, a proficiency assessment framework will be used as a primary basis for determining a student's performance.

Thinking skills will be specifically incorporated into each of the core disciplines and not left to chance. Reading comprehension specifically addresses the following thinking skills: comparison/contrast, drawing conclusions, making judgments based on context clues, and critical analysis of literature. The various modes of discourse in writing require logical reasoning, analytical thinking and creative thinking. Problem-solving skills are a basic requirement in math. Divergent, inventive and analytical thinking will be necessary to succeed in a research-based science curriculum. In social studies, learning experiences that are analytical, evaluative, critical, as well as creative in scope will be mastered. In addition, students will be expected to pass a competency test on basic geographical concepts.

Students will also be required to learn about, from and with computers, i.e., they will be computer literate, they will know how to use the computer to assist them in learning using drill and practice, simulations, games, and ultimately, they will have the opportunity to learn various computer languages allowing them to create programs for research and problem-solving activities .

Phase II

As students move into grades eleven and twelve, they will have mastered the requisite knowledge to allow for extensive writing and research projects that would conceiveably cross all disciplines. The third year of research in science will require completion of a research project requiring a more sophisticated statistical analysis of data. Computer use would be required. A third year seminar series would be held so the projects could be briefly explicated to other students and parents. The student would work closely with a college faculty mentor.

In the fourth year of research in science students will complete a "mini" thesis on a topic of choice. This could include a continuation of a previous investigation. Analysis of data and library research would be more sophisticated than previous projects. Only primary sources in the authentic language would be allowed.

III. ADVANCED ACADEMIC CURRICULUM

ENGLISH

Course Sequence: English

Grade 9	Grade 10	Grade 11	Grade 12
English I & II	English III	English IV	AP English V

Overview of the Discipline:

The aim of the English curriculum will be to enable students to recognize and make use of the interrelatedness of competence in reading, writing, researching, speaking, listening and reasoning.

In preparation for the Advanced Placement Examinations, students will read widely and reflect on their reading through extensive critical analysis and writing of analytic or persuasive essays.

Specific Course Descriptions:

Grade 9

English I & II

Two years of survey in literature will be compacted into one year. The range of genres in literature will include selections from British, American, French, Japanese and Russian authors and poets as well as Greek dramatists. The study of language will proceed beyond grammar and syntax to the history of the English language (linguistics) and application of the major discourses in writing: narration, description, exposition and argumentation. The organizational structure in each of these modes will enhance clear, concise and logical thought processes and introduce and reinforce higher order creative (divergent) and critical or analytical thinking skills.

Grade 10

English III

American literature, normally offered in one's junior year, will comprise coursework in grade ten. Early Colonial writing--the Puritan literature--will be studied along with works from the "Enlightenment" and proceeding in chronological sequence through the 18th, 19th and 20th Centuries. This chronological sequence will coincide with the study of American history allowing the student to experience the interrelatedness of both disciplines.

The study of technical and research writing will empower the students with the skills necessary to engage in comparative, descriptive or analytical research in the qualitative disciplines (English, social studies, and foreign language) or statistical research in science and mathematics.

Grade 11

English IV

English literature will be the primary focus. Beginning with the Old and Middle English periods the students will move through the Renaissance, 17th and 18th Centuries, the Romantic Movement, and Victorian Age to 20th Century literature. European history would be offered concurrently to provide a comparison of the temper and tendencies of the times to a particular literary work. This comparative approach encourages further multidisciplinary research for the serious student.

Grade 12

Advanced Placement English V

At this point the student will have completed the necessary prerequisite knowledge to successfully pursue college-level coursework. Advanced Placement English V is comparable to what is generally known as English 101 and 102 in higher education. In most cases, however, the A.P. coursework is more rigorous. It is now apparent that knowledge of both Greek and Continental European writers is a necessary prerequisite to understanding literary allusions in both American and British literature. Therefore, the Greek dramatists Sophocles, Aeschylus, Euripides and Aristophanes will be studied in depth. Flaubert, Maupassant, Stendhal, Dumas, Dostoevsky, Ibsen, and Chekov could conceiveably round out the Continental European authors. At least one selection, respectively, will be studied from Shakespeare's histories, comedies and tragedies in addition to Conrad, Joyce and Shaw, to name only a few.

Some of the authors mentioned will be part of a supplementary reading list which will enrich the in-class program. Students will be expected to draw from readings both in and out of class in providing supporting detail from context in their frequent analytical writing. This is the most significant aspect of their preparation for the Advanced Placement examination taken in the spring of their senior year.

MATHEMATICS

Course Sequence: Mathematics

Grade 9	Grade 10	Grade 11	Grade 12
Geometry	Algebra II	Algebra III/ Trigonometry	AP Calculus AB

Overview of the Discipline:

Mathematics is both a discipline in itself and an indispensable tool for the study of science and technology. Students in the Academic Magnet High School Program who complete this course sequence will receive a formal background in mathematics that will prepare them for advanced study in several fields. The statistical strand that has been added to this curriculum will prepare students for independent research projects in mathematics, the sciences, or social studies.

Specific Course Description:

Grade 9

Geometry

Geometry is one of the corner stones in a formal mathematics foundation. It will be assumed that students will have mastered the beginning concepts and vocabulary which are introduced in elementary and middle school textbooks. The course will include a study of the Euclidean system of points, lines, and planes. The special terminology and relationships within the geometry of a circle will be explored. Students will be expected to master the Cartesian Plane and graphs of selected lines. Students will work with the properties and formulas associated with solid geometry. Students will be introduced to the concept of theorems and proofs.

Students at Academic Magnet High School Program will extend their work in geometry to include solids not ordinarily discussed in a regular geometry class. These students will also be expected to do more work with original proofs than students in other classes. Since research on gifted students in mathematics indicates that students should be accelerated through additional topics rather than gaining greater depth in those regularly-offered courses, mathematical topics from outside geometry will be included in the course taught at Academic Magnet High School Program. The addition to the curriculum will be short units on statistics at appropriate points in the curriculum. The focus of these units will be to gather, summarize, and interpret data with special emphasis on the proper use and common misuses of statistical procedures. Content to be studied will include mean, median, and mode; measures of variability such as range, standard deviation, and standard scores; confidence intervals; and using the t-test to determine the difference between two means.

Grade 10

Algebra II

Algebra II is a college preparatory course designed to extend a student's development in the fundamental language of mathematics. It is intended for those who have successfully completed Algebra I. The course includes a study of the properties of real, rational and irrational numbers; linear and quadratic equations; systems of equations; determining solution sets for an equation or system of equations through graphing; factoring polynomials; exponents; functions; radicals; in addition to the usual Algebra II topics.

Research shows that gifted students retain more information after initial teaching, so less time will be necessary for review of material introduced in Algebra I. This compacting of the curriculum will mean that students will again have time to explore topics beyond the normal scope of an Algebra II class. The additional time in this course will be used to extend the student's knowledge of statistics. The emphasis in this course will be using computer programs to examine differences among several means and correlations between events. The two statistical procedures to be utilized are the analysis of variance and the Pearson product - moment correlation.

Grade 11

Algebra III/Trigonometry

This course is designed for students who wish to continue a formal course of study in mathematics. It provides the necessary foundation so that students can prepare themselves for courses in higher mathematics necessary for a program of study in engineering, the sciences, mathematics, and other fields which have begun requiring calculus skills. The course includes a study of algebraic fields and groups; logic; solving equations involving absolute values or exponents greater than 2; functions including exponential and logarithmic; analytic geometry; circular functions, properties, and laws of trigonometry; binomial theorems; vectors; complex numbers; and mathematics induction.

In addition to the topics taught in a regular class, students at Academic Magnet High School Program will continue to develop their statistical background by beginning a study of probability. The content will include sample spaces and events, systemmatic counting through permutations and combinations, simple probabilities, addition of probabilities, multiplication of probabilities, random variables and the probability distributions.

Grade 12

AP Calculus AB

This course is the equivalent of the first semester of college calculus. Students taking this course should be expected to achieve a 3 or better on the AP exam. The course covers elementary functions, limits, continuity, finding derivatives, and integration.

Students enrolled in AP Calculus at Academic Magnet High School Program will be expected to complete an independent research project concerning mathematics or utilizing mathematics and to enter that project in the Math Fair.

SCIENCE

Course Sequence: Science

Grade 9	Grade 10	Grade 11	Grade 12
CP Physical Science	CP Biology	CP Chemistry I	AP Physics B or C
Electives:	Electives:	Electives:	Electives:
None	CP Chemistry I	Biology II CP Physics Marine Science Astronomy/Earth Science AP Biology AP Chemistry	Same as selections in 11th grade plus: AP Physics Special Topics

Overview of the Discipline:

The science courses are modeled on the high school titles but the content and processes in these courses exceed the college-prep courses presently in place within the county. Emphasis will be on laboratory and field work and the students will be expected to participate in independent research projects. The students will be given more responsibility for acquiring basic textbook knowledge which will free the teacher to focus on the more difficult concepts, laboratory experiences and applications of concepts. Science will be the vehicle for the application of skills developed in other courses. Mathematical skills will be used to collect and analyze data and language arts skills to report the results. Computers will be an integral part of the laboratory. Laboratory simulations offer students the opportunity of additional investigative experiences while minimizing safety hazards and material costs. Each year the students will be required to complete a science fair project and a research paper. To facilitate laboratory investigations, at least one two-period lab will be scheduled per week for each course. Although the topics at each grade level vary, an environmental topics unit will provide a continuum throughout the four years of science.

Through the three required courses, students will be exposed to a wide variety of scientific fields. This will give the students a broad base of knowledge which will facilitate success in all areas of science. Through the choice of electives, students will be able to concentrate in specific areas such as biology, chemistry, astronomy/earth science or physics.

Specific Course Descriptions:

Grade 9

CP Physical Science

This is the final course in a sequence designed to expose students to a variety of scientific disciplines and provide them with content necessary to be successful in high-level science courses.

In Physical Science, one semester is devoted to chemistry and the other semester to physics. Chemical topics include: energy; atomic structure; matter; chemical reactions; and organic compounds. The physics topics include: motion; work; sound; light; electricity; magnetism; and space science. Laboratory investigations will be stressed. The terminal unit will involve the application of the concepts taught in an environmental studies unit.

Grade 10

CP Biology

This course will be designed to give students a sound background in biological principles using the phylogenetic approach. Topics to be covered include: the study of the structure, function and taxonomy of representatives of the Five Kingdoms; heredity, evolution and ecological relationships. Students will engage in more laboratory activities than would be typical of other CP Biology courses. A unit in environmental studies will be included.

Grade 11

CP Chemistry

Laboratory activities which emphasize mathematical problems will be stressed in this course. Topics covered will include: atomic structure; chemical periodicity; equations and stoichiometry; energy; organic and biochemistry. Computers will be utilized to simulate experiments that would normally not be conducted in a college prep chemistry class due to cost or safety. A unit integrating chemistry and environmental topics will be included.

Electives:

Biology II - This course will focus on systems including the human body. Topics will include: nature of biology, structural basis of life, bacterial cells, genetics, anatomy and physicology systems approach, vascular plants and man and the environment. During this class, students will work closely with a mentor from the Medical University.

Physics - Laboratory activities which emphasize the experimental nature of science will be the basis for this course. Mathematical capabilities will be essential. Classical and modern topics covered will include: mechanics; motion; sound; light; energy; electricity and magnetism; atomic; nuclear and astro physics. A unit integrating physic concepts and environmental concerns will be included.

Marine Science - This course is designed to promote awareness of coastal and marine systems, to include physical and chemical properties, living systems, and interrelationships. The course will provide opportunities for student participation in research, experimentation, field study, and decision making. Facilities, a research vessel and personnel from Fort Johnson Marine Resources Department will be utilized. This course may also include a week residential research experience at one of the following labs: Hofstra University Marine Lab, St. Ann's Bay, Jamaica; Forfar Field Station, Andros, Bahamas, or University of Florida Marine Lab, Pigeon Key, Florida.

Astronomy/Earth Science - This elective course will focus on topics such as astronomy, geology, meteorology and oceanography. This course represents a "new" high school elective and has been highlighted by William Bennett as appropriate for an academic high school. Considering the physical and professional resources in Charleston County, the implementation of this course will be successful. The College of Charleston can provide support in the areas of geology and astronomy as well as hands-on experiences with their new telescopes. The Baptist College is widely known for its Earthquake Center which will be available to students.

AP Biology - At the present time, the AP course syllabus is being followed when teaching this course. The College Board recommends that students have a minimum of 2 1/2 hours of laboratory experiences per week. In lieu of using the AP syllabus, a composite of the requirements and contents of the first level biology courses offered in the local colleges will be developed and used.

AP Chemistry - The College Board recommends that students complete physics before enrolling in this course. Consideration will be given to having extended laboratory time to meet the College Board's recommendation of a total of 180 minutes of lab per week in not more than two sessions.

Grade 12

AP Physics B or C

Physics B provides a foundation in physics for students in the life sciences, premedicine, and some applied science. In most colleges, it is a one-year terminal course and is not the usual preparation for more advanced physics and engineering courses. Physics C ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in physical science or engineering.

Special Topics

During the senior year, a student could elect to devote extensive time to an independent research project. Personnel from local colleges will serve as mentors. A "mini" thesis would be developed and the student would orally defend his research before a review panel.

SOCIAL STUDIES

Course Sequence: Social Studies

Grade 9	Grade 10	Grade 11	Grade 12
World Humanities	AP U.S. History	AP European History	AP American Govt./ AP Economics

Overview of the Discipline:

The social studies will focus on the complexity of our social environment. The subject combines the study of history and the social sciences and promotes skills in citizenship. We live in a distinct kind of society and all people need to understand how such modern societies function and how they have developed. They need information concerning past civilizations and their links to present ones. Defining problems and employing various kinds of information in seeking solutions to those problems require the analytical skills developed in the study of history and the social sciences.

Specific Course Description:

Grade 9

World Humanities

This course will teach those generalizations and facts needed by students to appreciate and comprehend how world cultures have impacted upon mankind's desire to probe the past, deal with the present and contemplate the future. The core curriculum for such an academic analysis will be the social sciences and the humanities. In the regular high school curriculum this core curriculum would be offered in two separate courses: World History and World Geography.

The past will be studied using the content extrapolated from world history. The traditional topics on political and economic history will be covered, and in addition, emphasis will be placed upon social, cultural, and aesthetic historical frameworks. A global approach will be implemented via an historical study of the major non-western

cultures. The chronological framework will be ongoing from Antiquity to the Middle Ages, concluding with Modern Times.

The "present component" for such a model will involve a selective study and analysis of relevant geographical skills and concepts needed to comprehend the structure, role, characteristics and attributes of regions. Students will develop a case study on a contemporary region of the world and relate this to its history.

To comprehend the aesthetic impact upon this regional analysis will be the responsibility of the teacher. She/he will work with the student in selecting appropriate novels, poetry, essays or other literary or philosophical treatesies that enrich this component of a humanities program. When feasible and appropriate, these literary sources will also include the reading of literature in the original language (French, German, Latin, Spanish, etc.).

The English teacher will plan activities to complete the third triad of this humanities model. In this phase emphasis is placed upon mankind's future. Classroom activities might entail creative writing, role playing episodes, simulation experiences and related arts experiences. When feasible, students would be given opportunities to implement their works. An example might be the performance of a play before parents, the faculty or student body. Every effort should be made for students to think through their whole humanities experience and incorporate past, present and future ideas or concepts into these writings or group presentations.

Obviously, for such a course to become effective, the teacher must rely significantly upon the implementation of learning experiences that are analytical, evaluative and critical as well as divergent and creative in scope. Students will be expected to pass a competency test on basic geographical concepts as a prerequisite to complete this course. This course should also be a prerequisite for AP European history.

Grade 10

Advanced Placement American History

Advanced Placement American history will meet the South Carolina DMP mandate that a student must pass a course in our nation's history to graduate from high school.

This course, designed to teach those historical generalizations needed to comprehend the history of our country, will begin with the Age of Exploration and proceed through to the study of contemporary American history. The traditional topics on political and economic history are covered, and in addition, emphasis will be placed upon cultural social, ethnic and aesthetic history. Also, special emphasis will be placed upon those chronological periods from 1763 to the present since this is the suggested framework of emphasis as outlined in the AP College Board guidelines. A major skill of inquiry should be the analysis of cause and effect relationships in American history. Another strategy that will differentiate this course for advanced students will be the mastery of higher-level thinking skills and application through the completion of more sophisticated research projects. Students should be required to read primary sources and thereby gain a more comprehensive understanding of content. They will use such data when writing "Document Based Questions." Students must frequently exhibit higher degrees of critical thinking (Bloom's Taxonomy) in order to satisfactorily write these essays.

Grade 11

Advanced Placement European History

Advanced Placement European history should enable the student to interpret the development of mankind using a chronological approach. The cultural study of history should also be emphasized. The College Board suggests that emphasis should be placed upon the study of chronological periods from the Renaissance through the 20th Century. Students must be exposed to a vast array of historical reading and literary resources designed to prepare them to write with articulation in preparation for the AP exam and to express an aptitude to demonstrate higher level thinking skills (Bloom's Taxonomy). Independent research assignments, therefore, are critical in such a course. For example, student groups could research the following topics and debate a stated theme defending their positions with appropriate primary research data: "Napoleon was not an effective leader in Europe because his ideas for reform failed to significantly impact Europe after his death," or "The Industrial Revolution in Great Britain would not have taken place without the support of Social Darwinists and laissez-faire economists."

Independent research papers might be "The Extension and Limitation of Individual Civil Liberties in Nineteenth Century Britain," "The Secularization of Learning and Culture during the Age of Reasoning," or "The Role of Urbanization in Transforming Cultural Values and Social Relationships in Twentieth Century Europe."

Grade 12

Advanced Placement American Government

This course is designed to acquaint students with those principles essential to the understanding of the American political system. Included in this course is an examination of the structure and functions of government on all levels: federal, state, and local.

In an AP American government course more emphasis should be placed upon those principles that enable a student to comprehend the structure of political science as an academic discipline, and to gain opportunities to apply these skills through the development of an independent project of high academic quality. This might be a research paper or an activity-centered project and being paired with a mentor in local or state government in order to learn firsthand how decision making impacts government.

Advanced Placement Principles of Economics

This course will emphasize the following economic components: decision making, microeconomics, macroeconomics, money and banking, non-banking financial institutions, and the types of business organizations. In addition, a comparative study of models of economic systems will be made.

Students should be able to draw inferences from such data and utilize these in the analysis of case studies in economics. Some orientation in sampling techniques and elementary statistics would also prove useful in this course. Abstract reasoning techniques are critical academic tools, not only for an understanding of economic generalizations, but also to transfer these generalizations to the real world of problem solving and decision making both of which are integral components for developing a case study in economics. AP economics students should use their creativity to analyze economic models and apply these in terms of their contemporary economic world.

Therefore, research activities to make the content transfer to the real world are essential.

Students should be given the opportunity to design their own economic systems via computer simulation experiences or to work with businesses to learn through observation how our free enterprise system operates.

FOREIGN LANGUAGE

Course Sequence: Foreign Language

Grade 9	Grade 10	Grade 11	Grade 12
French II	French III	French IV	AP French
Spanish II	Spanish III	Spanish IV	AP Spanish

Overview of the Discipline:

A curriculum based on the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines will be implemented. These guidelines are a representation of a learner's communicative growth in four modalities: listening, speaking, reading, and writing. It is expected that a language learner will be at a slightly different level of proficiency in each of these four modalities at any given time. The proficiency assessment framework of the ACTFL Proficiency Guidelines will be used as a basis for determining course outcomes which will be expressed in terms of a learner's performance in using the target language. These outcomes can be assessed by achievement tests; the program as a whole can be evaluated by using the Proficiency Guidelines.

Ideally, the progression through the foreign language program would not be designated by the course markers, Level II, Level III, Level IV, and AP, but by course names instead, i.e., "Introduction to Latin American Literature," "Spanish (or French) Conversation and Composition," or "Artists, Writers and Musicians of the 18th Century," etc. That way, students could move through the sequence at a pace which would accommodate the differences in their rates of attaining levels of proficiency in each of the modalities mentioned above.

The methodology used at all levels of instruction should be such that the students are allowed the opportunity for "real" language practice, i.e., they should have the opportunity to interact with native speakers as often as possible. Their reading and listening materials should be authentic, not simply translations of English passages which have been prepared for foreign language students.

Although the course descriptions are similar to those of the existing high school programs, skill expectations will be higher, as shown in the expected level of proficiency to be accomplished at each level.

Specific Course Descriptions:

Grade 9

Level II

Students in their second year of language study will concentrate on increasing functional proficiency in specific skill areas of the target languages: listening, speaking, reading, writing and culture. Listening comprehension and oral communication will continue to be stressed within contexts appropriate to the culture of the native speakers of the languages being studied. Instruction in reading and writing will be given greater emphasis than in the first year, but class time will be best spent practicing listening and speaking skills.

At the end of grade nine, students should be performing at the level of Novice-High to Intermediate-Low in listening, speaking, reading, and writing, according to the ACTFL Proficiency Guidelines.

Grade 10

Level III

Students in their third year of language study will continue to increase their levels of proficiency in the four language modalities mentioned earlier, as well as culture. Instruction in reading and writing will be given more emphasis than in the second year, but the students will be at the beginning stages in these skills. They will begin to read literary selections of various genres which have been adapted for use by high school students, but their writing will be more or less confined to short, simple letters and paragraphs.

At the end of grade ten, students should be performing at the level of Intermediate-Mid in listening and reading and at the level of Intermediate-Low in speaking and writing.

Grade 11

Level IV

Students in their fourth year of language study will continue to concentrate on increasing their levels of proficiency in specific skill areas of the target language: listening, speaking, reading, writing and culture. These skills will be stressed in contexts which are appropriate to the cultures of the native speakers of the languages being studied, but increased emphasis will be placed on reading and writing. Cultural areas will be broadened to include art, music, drama, geography, and politics.

Students will begin to read and to listen to authentic materials, rather than texts which have been abridged for use by U. S. high school students.

At the end of grade eleven, students should be performing at the level of Intermediate-High in listening and reading and at the level of Intermediate-Mid in speaking and writing.

Grade 12

Advanced Placement

Advanced Placement foreign language courses are the equivalent of third year college courses in advanced composition and conversation, stressing oral skills, composition and grammar. Literature from various countries where the target language is spoken is

read and discussed in the target language in class, and students are able to write compositions which explain their point of view.

At the end of grade twelve, students should be performing at the Advanced level in listening and reading and at the level of Intermediate-Mid in speaking and writing.

COMPUTER SCIENCE

Course Sequence: Computer Science

Grade 9	Grade 10	Grade 11	Grade 12
Computer Literacy/ Theory of Knowledge			AP Computer Science

Overview of the Discipline:

The computer will be utilized as a tool in virtually every course in the curriculum. In English, the computer will be used as an idea processor, word processor and research aid. In social studies, data bases can be used to examine vast amounts of information and students can begin to ask questions about things like "Does education background have anything to do with electing a president?" or "What factors have influenced the migration out of the North to the Sun Belt?" In science, a vast range of laboratory simulations provide information and insights too costly or too dangerous to be performed in the laboratory. In mathematics, the computer is an invaluable tool in plotting the graphs of complex (and simple) equations, thereby permitting students to investigate mathematical relationships.

Specific Course Description:

Grade 9

Computer Literacy

This course will involve both classroom and computer lab activities. Computer lab activities will involve reviewing computer operations, disk care, and keyboarding. In addition, a thorough study of the word processor, spelling checker, data base manager and spreadsheet (or integrated package) will be pursued. A unit of telecommunications will include electronic bulletin board systems, on-line data base utilization and search strategies. In this way students will be well equipped to pursue research topics, communicate with students in other schools, and even pick up "local mail" (messages from teachers, homework assignments, etc.).

Classroom activities will include, but not be limited to, discussions on the history of computers and technological trends, ethical issues (computer crime, copyright issues, privacy, etc.) and computer uses in business and education.

The course will provide the fundamental background for using the computer as a tool for research and writing as well as familiarity with simulations and computer-assisted instruction.

Grade 12

AP Computer Science A or AB

The AP Computer Science A or AB course can be offered as an elective to seniors. The A level AP Computer Science course covers a typical first-semester college course in programming using Pascal. The course incorporates the fundamental programming concepts introduced in the Computer Literacy course. It includes a discussion of data structures and data types, procedures and functions, searching and sorting, program correctness and testing, and programming styles. A number of substantial programs written by the students are included.

The AP Computer Science AB course covers a typical first-year college sequence which includes introduction to programming and advanced data structures courses. In addition to the topics covered in the AP Computer Science A course, linked lists, stacks, queues, trees, recursion and advanced searching and sorting techniques are covered. This course will be devoted to lecture, discussion and program development with at least two hours per week of time outside of class available for computer use.

THEORY OF KNOWLEDGE

Course Sequence: Theory of Knowledge

Grade 9 only

Theory of Knowledge

This semester course will enable the student to examine different modes of learning and thinking proper to different disciplines. They will become familiar with the role of language and thought in knowledge, logical and rational thought processes and systems of knowledge (mathematics, natural sciences, human sciences and history).

In order to elaborate on general themes studied in all disciplines, they will be able to distinguish among and make appropriate moral, political and aesthetic judgments.

FINE ARTS

Course Sequence: Fine Arts

Grade 9	Grade 10	Grade 11	Grade 12
Interdisciplinary through World Humanities; Extra-Curricular	Interdisciplinary; Extra-Curricular; Youth Drama Competition	Band I Chorus I Strings I Art I Drama	Band I, II Chorus I, II Strings I, II Art I, II Drama

Overview of the Discipline:

Aesthetic perception, creative expression, arts heritage and aesthetic valuing are fundamental components of all instruction in the arts. The overall purpose of providing enriched programs in the visual and performing arts is to produce aesthetically-responsive citizens with lifelong interest and involvement in the arts.

Expanded opportunities for self expression and communication will be provided. In addition, students will develop skills and craftsmanship for effective expression in the arts, aesthetic sensitivity, and will accrue an intellectual bases for making aesthetic judgments.

The Fine Arts component will build collaborations with arts institutions such as community theaters, museums, dance troups, and music groups. Students will be encouraged to draft, execute and refine original works or performances to a professional quality not often achieved through a regular fine arts program.

The Academic Magnet High School Program in the fine arts, in concept, would embrace recent statements made by the U. S. Secretary of Education, William J. Bennett, that the "arts give coherence, depth and resonance to other academic subjects.... They are a manifestation of the history of our civilization and its achievements... an expression of the values we cherish as a people... they address intellectual concepts about order, proportion and genius... and, one aim of democracy is to enjoy in freedom the best in civilization among which are great works of art. Art, then, is the quinessential expression of what we are as a civilization."

Therefore, our commitment is to provide an interdisciplinary approach in the arts through World Humanities, English, foreign language and extra-curricular activities.

IV. SCHOOL - UNIVERSITY COLLABORATION

Exemplary schools throughout the nation are preparing students for today's team-oriented world by collaborating with complex organizations. The research on collaborative learning is overwhelmingly positive.

The relative effectiveness of collegial support groups working with schools has been proved to be significant. In recent research by Johnson and Johnson, published in Educational Leadership (November, 1987), collaborative collegial efforts promote higher achievement, more positive interpersonal relationships, greater social support among adults and higher self-esteem than do competitive or individualistic efforts.

Given these findings we propose a school-university collaboration to develop a plan which would encompass school-based college-level coursework, coursework on campus, action research, professional coaching, scholars in residence and curriculum development. The following college-level personnel have expressed their support of a school-university collaboration.

ENGLISH

College of Charleston

Dr. Eve Coleman would be a valuable resource/advisor for the English curriculum. Since she will be working with student teachers, opportunities for specific mini-lessons conducted by student teachers might be appropriate for the magnet high school English students. Dr. Coleman could assist us as a consultant and program evaluator in language arts.

Dr. Charles Matthews' expertise in the area of reading would be extremely beneficial. His research and interest in books that promote the development of adolescents should be tapped to provide for our students the wide reading of books to accompany the various subjects offered. This critical part of any school should not be overlooked since reading books related to the specific classroom curricula stretches and enriches learning. Dr. Matthews should be involved in the selection of books to accompany textbooks in all areas of the curriculum.

Dr. Mary Blake is interested in reading and writing across the curriculum. She has much to offer us in overall program development. She also has a special interest in the area of science. Dr. Blake would welcome the opportunity to serve as a consultant to the computer instructor, and language arts and science teachers.

The Citadel

Dr. Dan Ouzts has demonstrated for a number of years his commitment to a close working relationship with CCSD. Even though Dr. Ouzts primarily teaches graduate courses in reading, he does have school district experience in working with a K-12 program. Dan and his students would be valuable resources in terms of training and curriculum input.

Dr. Suzanne Edwards has earned a reputation in CCSD as an exceptional instructor and expert in the area of English and writing. She works very closely with Ann Herlong in organizing the summer writing institute sponsored by CCSD and the Charleston Area Writing Project. Dr. Edwards would welcome our requests and cooperatively work with us. Curriculum input, evaluation, and consultant or supervisory services could be provided by Dr. Edwards.

MATHEMATICS

College of Charleston

Three people are involved in math education with CCSD: Drs. Hugh Haynsworth, Rose Hamm and Susan Powers.

Dr. Haynsworth served a scholar-in-residence last year. He spent two weeks at each of five high schools, working primarily with the calculus classes, but also met with other math teachers. This was an extremely successful venture which will be pursued for duplication at the magnet high school.

Dr. Hamm and Dr. Haynsworth have conducted sessions to prepare students for the AP calculus exam and have met with students after the exam to discuss correct solutions. Replication of this process will also be pursued.

Dr. Powers was a co-chair for the NCTM Regional Southeast math conference last year. She could speak on a number of topics or help lead seminars.

The Citadel

Dr. Charles Cleaver is currently working with math teachers at Burke High School to select good computer software. He has expressed interest, in the past, in working with CCSD on math-related activities.

SCIENCE

The college personnel will be helpful as AP courses are developed. We can rely on their expertise and knowledge of freshman college courses to develop a program that will expose our students to the essentials of the various topics.

The Citadel

Dr. Pat Briggs has taught physical science courses for teachers as part of the "Critical Teaching Needs" courses. His success in developing a physical science course and relating the activities and concepts to the needs of teachers and students makes him a valuable resource for the Academic Magnet High School Program. He has developed a collection of laboratory materials which have been helpful in demonstrating physical science concepts to students. Currently, he is working closely with students from Rivers Middle School.

Dr. Thomas Anessi has worked closely with the SECME program in providing technical assistance to teachers and students in the construction of mouse-trap cars. As an engineer, he will continue to be valuable in the integration of math and science curriculum.

College of Charleston

This past fall, Dr. Bob Nussbaum taught the earth science component of the highly-successful CTN course, "Earth and Space Science for Teachers." He will be a valuable resource for inservice programs for teachers and has expressed interest in developing the new Earth Science course.

Dr. Bill Kubinec has been actively involved with CCSD teachers and students in many activities. His experience with telescopes makes him an ideal choice for teacher and student programs. He quickly offers to give of his evenings to teach programs or be a guest presenter in courses such as the "Strategies and Techniques for Science Teachers,

Grades 1-6" which is currently being offered at the College of Charleston. He has spent many hours as director of the Low Country Science Fair and coordinator of competitions for the Young Astronaut's Day. He is always eager to help. Bill has also agreed to be one of our speakers in the 1988 Saturday Scholars program. He will be instrumental in developing the astronomy component of the Earth Science course and in coordinating the use of facilities and telescopes at the College of Charleston. It is quite unusual for high school students to have access to sophisticated telescopes such as those at the College of Charleston.

Ms. Betsy Martin has been in constant contact with the science office to offer her services to CCSD. She is very interested in offering a chemistry course for high school students and has developed a booklet of scientific investigations for use in high schools. Currently, she is working with students from Burke High School. Betsy is active in $(SC)^2$ and Junior Academy of Science. She is interested in developing a mentor program for high school students.

Dr. Mary Blake is currently developing an NSF grant which would integrate language arts and science in a schematic approach. Her interest in science makes her an ideal resource in incorporating reading and writing skills into the science curriculum.

Dr. Douglas Kennard is currently working with Dr. Mary Blake in the development of the NSF grant. He will be responsible for teaching the science activity components. He has also expressed interest in further developing his contacts with CCSD teachers and students.

Dr. Chip Bierbaum, Director of the Marine Sciences Program at Fort Johnson Research Center, will be a valuable resource as the Marine Sciences course is developed. He offers his expertise and facilities for teacher and student use. Use of the research boat will be essential to the development of a comprehensive marine science course. Chip is interested in working with CCSD in further marine science education. It is quite unusual for high school students to have access to a marine research vessel.

Baptist College

Dr. Joyce Bagwell has continually expressed a desire to provide inservice programs for students and teachers. She is currently developing a proposal to offer an Earthquake Awareness program for CCSD teachers. The seismograph and other facilities at the Baptist College Earthquake Education Center will be valuable in the Earth Science course. Students may choose to do a research project utilizing the facilities. It is quite unusual for high school students to have access to a nationally recognized seismograph.

Medical University of South Carolina

Dr. George Tempel, Associate Professor of Physiology, has been instrumental in the development of the Business Education Partnership and Saturday Scholars Program at the Medical University. He will play a key role in providing students and teachers access to MUSC faculty and facilities. His background in physiology makes him an ideal resource for biology courses.

The following MUSC faculty members have shown a willingness to work with CCSD by volunteering to conduct a session at the Saturday Scholars Program:

Dr. Sandra Conradi, Associate Professor of Pathology: Dr. Conradi is an expert in forensic pathology. This directly relates with a Biology II program.

Dr. Gilbert Bradham, Professor and Director of the Student/Wellness Center: Through his contact, students and teachers will have access to the equipment at the wellness center. This could be developed into a component of the Biology II course.

Dr. Arthur J. Crumbley III, Associate Professor of Cardiothoracic Surgery: Our students and teachers will have contact with a nationally-known leader in the field of cardiac transplants. This is something many researchers dream about, but few have the opportunity to develop.

Dr. Clinton Miller, III, Professor and Chairman of Biometry: In addition to the scheduled program, Dr. Miller will be an excellent resource for teachers and students when developing the statistical component of the science projects. He will be helpful to third-year students as they attempt to integrate computers into their science projects.

SOCIAL STUDIES

College of Charleston

Dr. Earl Kline, Political Science department, and Dr. Thomas Palmer, Director, Office of International Relations, have helped us plan and implement excellent workshops on issues and timely topics on the role of the federal government in making foreign policy, American diplomatic history, contemporary issues in American foreign affairs and an analysis of governments of selected countries in our contemporary world such as the Soviet Union, China, Israel and others. They are both dynamic speakers and would significantly enrich history or government classes.

Dr. Wayne Jordan, History department, currently coordinates the History Day Program with the school district. He also has served as a scholar-in-residence consultant for our history teachers as part of the gifted and talented program. He is recommended as a classroom resource speaker for European history.

The Citadel

Dr. Joseph Tripp, History department, served as a scholar-in-residence consultant for the gifted and talented classes at several high schools. He also conducted workshops for CCSD American history teachers. He is particularly a good resource for class presentations on 20th Century American history.

Dr. Lyon Tyler, History department, assisted with the implementation of the Constitution Bicentennial workshop held at the Citadel. He is an expert on First Amendment rights and history of civil liberties, particularly the topic--"Separation of Church and State." He was the first college coordinator for the History Day Program.

Dr. Milton Boykin, Department Head, Political Science department, has assisted us with planning and implementing several workshops on topics dealing with the changing role of the federal government, the South Carolina State Government and issues in contemporary American politics such as civil liberties, voting rights, the death penalty, etc. He coordinated the planning for the Citadel workshop for the Constitution Bicentennial. He also conducted a workshop on "Using Computer Simulations in Politics" for our teachers. Not only is he a good resource speaker, he also has the authority to assign others for class speakers from the department.

Mr. Arnold Hite, Business Administration, serves as the S. C. Council for Economic Education's DEEP representative. He has conducted a number of summer institutes for teachers in economics. He is particularly skilled in his ability to teach economic decision making via simulation experiences. He would be a particularly good resource speaker for classroom presentations in this capacity.

University of South Carolina

Dr. Daniel Hollis, Retired History Professor, is highly recommended as a classroom resource speaker for 20th Century American history and South Carolina history. He conducted several excellent workshops for our middle school history teachers.

Dr. Richard Silvernail, Geography department, served as the curriculum consultant when writing the World Geography guide. He is also the past director of the High School Geography Project (HSGP). He exhibits an excellent rapport with teachers and would be an excellent classroom resource speaker for any area of geography, but particularly on the study and analysis of world regions.

Baptist College

Dr. Paul Reitzer, History department, served as a resource speaker for World or AP American/European history classes in the past and would be an invaluable resource for the AP social studies curricula.

Furman University

Dr. A. V. Huff, History department, has served as a content consultant for numerous curriculum projects and implementation workshops on teaching ethnic contributions in American and South Carolina history. He served as a content consultant under Title IX, Title III and Title IV-C, ESEA. He is a very effective speaker in American history on slavery and the Civil War and Reconstruction.

FOREIGN LANGUAGE

College of Charleston

The foreign language professors at the College of Charleston have always demonstrated an interest in working with the teachers in CCSD. There are several members of the foreign language faculty who have kept up-to-date on the proficiency movement in foreign language education, but only one of them, Dr. Virginia Benmaman, has been trained to administer the Oral Proficiency Interview. Dr. Benmaman, Dr. Pincus, Dr. Wisotzka, Dr. Griffin, Dr. Sclippa, Dr. Guers, Dr. Isacco, Dr. Marban, Dr. Uwah, and Dr. Monterbertrand are just a few of the members of the department who would be extremely helpful as resource people for the foreign language department of the academic magnet high school. Some of these professors are valuable for their expertise in the area of culture, while others can offer valuable teacher training. Ms. Stephanie Mignone, the director of the language lab, has already been a tremendous help in supervising the administration of the AP exams each year. She has also volunteered to do inservices on ways to make the most use of a language lab. Dr. Pincus, the department chairman, has been approached about the possibilities of sharing the resources of the high schools and the College of Charleston. All of these professors could participate in classroom instruction.

Many of the professors at the College of Charleston have participated in the foreign language camp, and they have served as judges for the declamation contest and the foreign language festival.

Drs. Benmaman, Wisotzka, Griffin, Isacco, and Ms. Mignone are available for workshops on teaching techniques.

Drs. Benmaman, Griffin, Wisotzka, Uwah, Marban, Sclippa, Guers, Monterbertrand are available for workshops on culture.

The Citadel

There is one adjunct professor, Ms. Ellen Friedrich, who would be an excellent resource person for teacher training in the methology of teaching and in offering training in the culture of French and Spanish speaking countries.

University of South Carolina

Several professors at the University of South Carolina have also been invaluable resource people for the CCSD foreign language teachers, and they would continue to be helpful in the development of the Academic Magnet High School Program. Dr. Fryer, Dr. Joiner, Dr. Mosher, Dr. Hill, and Dr. Medley have all shared their expertise with the CCSD teachers in one way or another. Dr. Medley is a certified trainer in the administration of the Oral Proficiency Interview, and Drs. Fryer, Mosher, Hill and Joiner are all certified interviewers. The professors at USC are excellent teacher-trainers in areas of culture, literature and pedagogy.

COMPUTER SCIENCE

College of Charleston

Dr. Frances Welch is very involved with computers in the curriculum and integrating them into the classroom. She works closely with CCSD.

Other available personnel are Dr. Bob Dukes, Physics department; Dr. Hugh Haynsworth, Math department; and Dr. Eve Coleman, Education department.

Medical University of South Carolina

Dr. Curtis Wise would be available to talk about computers and computer use. He has been a beta-tester for Apple products. Dr. Clinton Miller, III has also worked closely with the school district.

FINE ARTS

CCSD enjoys a close working relationship with the director of cultural affairs, Mrs. Diane Abby, Office of the Mayor, City of Charleston. Through her efforts CCSD will be the initial school district in the tri-state area to participate in "In Your Own Write" a cooperative dramatic production venture with the Theatre Royale of Bath, England. Students from the magnet school would be expected participants in this venture.

Other resources available are Gibbes Art Gallery - Paul Figueroa;Charleston Symphony Orchestra - David Stahl; Charleston Museum - Joanna King; S. C. Arts Commission - Myrna Rodriquez, Scott Sanders; Charleston Area Art Council - Art Thomas; College of Charleston, Fine Arts Department - Arthur McDonald; Baptist College - Ambrose Halford; Spoleto Festival USA; S. C. Music Consultant - Ray Doughty; S. C. Art Consultant - Mac Goodwin, to name only a few.

MEDIA

College of Charleston

The Director of Libraries, Dr. David Cohen, is interested in coordinating some services for students with CCSD if they are able to find a grant to help with funding. The College of Charleston would be willing to have students use the materials in-house.

The Citadel

The Director of Libraries, Dr. Richard Wood, is very interested in helping us with the sharing of resources. He is very willing for the students to use the materials in-house. The journal collection is extensive and could be very beneficial to the students. They use Bibliographic Retrieval Service (BRS) for research. It has the same databases as the reference service we use which is Dialog. The students would be able to pay to have a search done for them.

Medical University of South Carolina

MUSC has allowed teachers to check out books in the past. This could conceivably continue in the future. The students would also be allowed in-house use of materials. They use the same reference service we use, Dialog, and also have BRS.

In all cases, by disciplines, the aforementioned people have expressed--either verbally or by past actions--an interest in supporting the programs in Charleston County School District thus bringing the university to the school. Likewise, students will have abundant opportunities to access the colleges' resources via the science facilities (telescopes, research labs, research networking, etc.), libraries, computer labs, and fine arts departments.

V. AMHS PROGRAM- SCHOOL SITE COLLABORATION

At a school-within-a-school site our academic magnet high school students will have the opportunity to participate in established elective courses as well as extra curricular activities such as debate, band and chorus; clubs and organizations such as National Honor Society, yearbook and newspaper productions, and sports programs. Electives in the upper level core courses (math, social studies, science) normally offered at Burke will be required coursework in the Academic Magnet High School Program. In keeping with the intent and purpose of the Academic Magnet High School Program, only the most appropriate electives offered at each school are listed below.

Burke High School

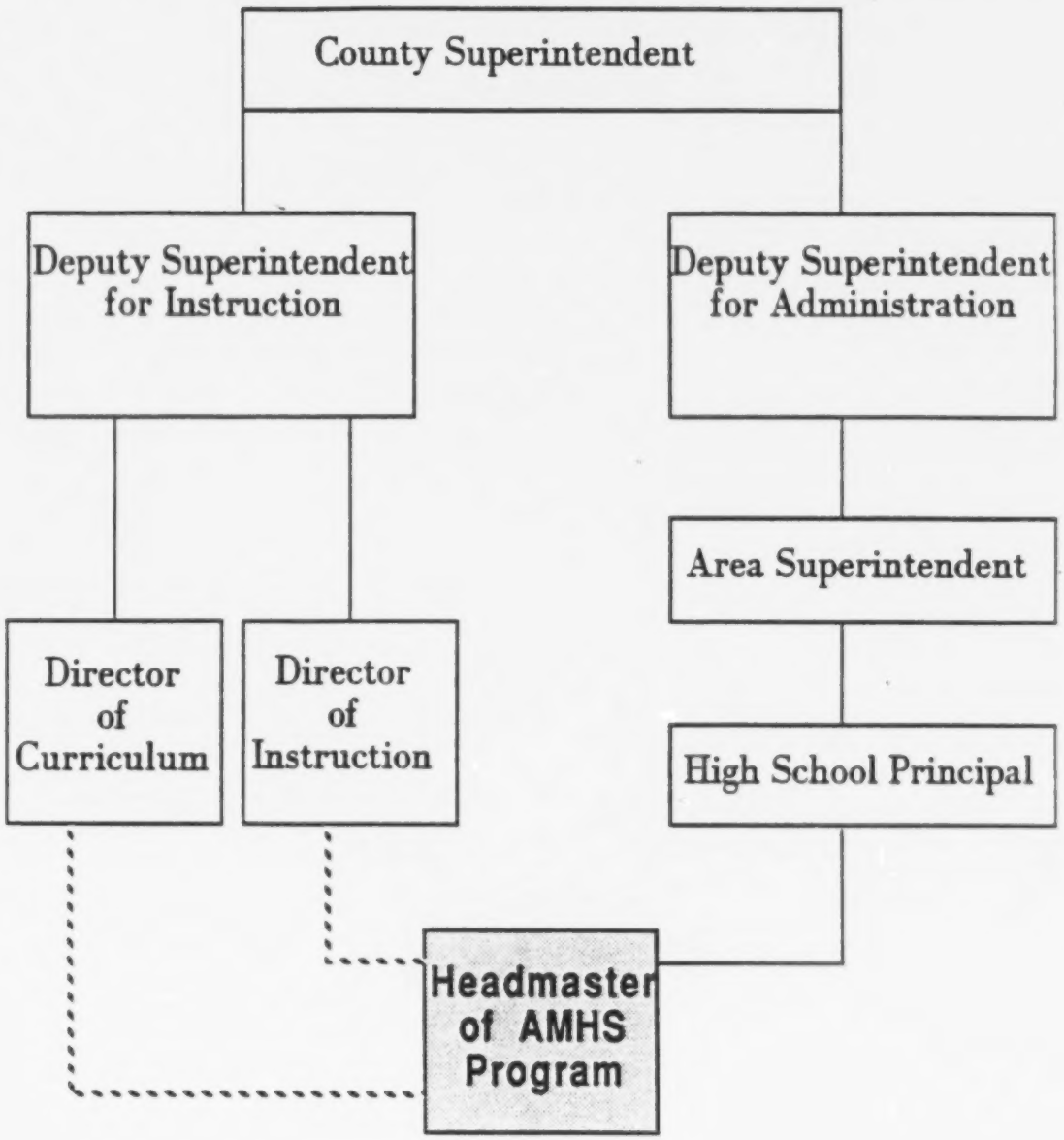
Level II, III, IV electives:

Level II	Level III	Level IV *
Latin I	French III, IV	Teacher Cadet
Spanish I, II	Spanish III, IV	
French I, II		
Speech (semester)		
Journalism		
Psychology (semester)		
Law Education (semester)		
Political Science (semester)		

Other electives :

Band I, II, III, IV
Chorus
JROTC
Computer Science
Driver Education (semester)
Drama (semester)
Music Appreciation (semester)
Art Appreciation (semester)
Art I, II
Physical Education II
Strings I, II, III

Organizational Design Phase I



VI. A CURRICULUM MODEL FOR AN ACADEMIC MAGNET HIGH SCHOOL PROGRAM

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4
English	Eng. I and II	Eng. III	Eng. IV	AP Eng. V
Social Studies	World Humanities	AP U. S. History	AP European History	AP Gov./ AP Econ.
Math	Geometry w/ Statistics	Algebra II w/ Statistics	Algebra III, Trigonometry	AP Calculus
Science	Physical Science	Biology	AP Biology, Chemistry or Physics Astronomy/ Earth Science Marine Science	AP Chemistry or AP Physics
Foreign Language	For. Lang. II	For. Lang. III	For. Lang. IV	AP For. Lang.
Other	Computer Literacy/ Theory of Learning	Phys. Ed./ Computer Applications	Elective/ Phys. E.	Senior Research Seminar/ Elective/or College Course

NOTE: The model is designed only as a sample of academic offerings which may be included in the Academic Magnet High School Program.

Sample Student Schedule – Grade Nine

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Phys Sci	World Humanities	Phys Sci	World Humanities	Foreign Language
2	Phys Sci	World Humanities	Phys Sci	World Humanities	Foreign Language
3	English	Foreign Language	English	Phys Sci	English
4	English	Foreign Language	English	Foreign Language	World Humanities
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Computer Literacy/ Theory of Knowledge	Computer Literacy/ Theory of Knowledge	Computer Literacy/ Theory of Knowledge	Computer Literacy/ Theory of Knowledge	Computer Literacy/ Theory of Knowledge
7	Geometry	Geometry	Geometry	Geometry	Geometry

These are 56-minute periods with a 35-minute lunch period.

Shaded area demonstrates ability to utilize double blocks of time.

VII. PROMOTION STANDARDS

Students will be required to satisfy the promotion standards prescribed in Board policy. Additional requirements, however, will be established by grade level.

At the end of Grade 9, students will

1. initiate a portfolio of writing to include expository, descriptive, narrative and argumentative samples. (Minimum four each)
2. successfully complete a project for the Science Fair including a display.
3. successfully complete a project for the Math Fair.
4. pass a competency test on basic geographical concepts.
5. perform at the level of Novice-High to Intermediate-Low in listening, speaking, reading and writing according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
6. demonstrate computer literacy with a B or better.
7. complete a course in Theory of Knowledge with a B or better.
8. complete one comparative, descriptive or analytical research paper which combines at least two of the following subject areas: English, social sciences or foreign language.
9. complete the Advanced Placement summer reading list. (Prior to the start of grade 9.)

At the end of Grade 10, students will

1. successfully complete an analytical research paper on a literary topic.
2. successfully complete a science research project containing simple statistical procedures. Presentation at a seminar or the Science Fair will be required.
3. successfully complete a project for the Math Fair.
4. perform at the level of Intermediate-Mid in listening and reading and at the level of Intermediate-Low in speaking and writing.
5. score a 3 or higher on the AP U. S. History examination.
6. participate in one of the following: "In Your Own Write" Festival of Youth Drama competition or Saturday Scholars at MUSC.
7. complete one comparative, descriptive or analytical research paper which combines at least two of the following subject areas: English, social sciences or foreign language.
8. complete the Advanced Placement summer reading list. (Prior to the start of grade 10.)

At the end of Grade 11, the student will

1. successfully complete a comparative research paper on a literary topic.

2. successfully complete a science research project using computer programs to examine differences among several means and correlations between events. The two statistical procedures to be used are the analysis of variance and the Pearson product-moment correlation. Presentation at a seminar or the Science Fair will be required.

3. successfully complete a project for the Math Fair.

4. perform at the level of Intermediate-High in listening and reading and at the level of Intermediate-Mid in speaking and writing.

5. score a 3 or higher on the AP European History and AP Biology examinations.

6. participate in one of the following: "In Your Own Write" Festival of Youth Drama competition or Saturday Scholars at MUSC.

7. complete one comparative, descriptive or analytical research paper which combines at least two of the following subject areas: English, social sciences or foreign language.

8. complete the Advanced Placement summer reading list. (Prior to the start of grade 11.)

At the end of Grade 12, the student will

1. successfully complete an analytical or comparative research paper on a literary topic.

2. successfully defend a "mini-thesis" using computer programs and statistical procedures prescribed in Grade 11.

3. complete an independent research project in mathematics and enter in the Math Fair.

4. perform at the Advanced level in listening and reading and at the Intermediate-Mid level in speaking and writing.

5. score a 3 or higher on all advanced placement examinations taken.

6. participate in "In Your Own Write" Festival of Youth Drama competition.

7. complete one comparative, descriptive or analytical research paper which combines at least two of the following subject areas: English, social sciences or foreign language.

8. complete the Advanced Placement summer reading list. (Prior to the start of grade 12.)

VIII ADMISSION STANDARDS

Requirements For All Students

All students will be allowed to make application and must meet the following qualifications:

1. Students must have a minimum national percentile rank of 85% on a recently administered standardized norm-referenced achievement test.

2. Students must complete Algebra I in grade eight with an average no lower than B. Students who have not taken Algebra I will be allowed to take Algebra I during summer school prior to their ninth grade year. (Students would take it only as a new course.)

3. Students must complete either French I or Spanish I in eighth grade with an average no lower than B. Students who have not taken a foreign language will be allowed to take a foreign language course during summer school prior to their ninth grade year. (Students would take it only as a new course.)

4. A writing sample must be successfully completed with a holistic score of 3 or better on a 1-5 scale.

5. Two teacher recommendations from the prior school year must be submitted addressing the student's motivation, interest and ability to use time constructively.

6. Students desiring entrance at Grade 10 must complete the following prerequisites or the equivalent: English I, Geometry, Spanish II or French II, World History and World Geography. Course equivalencies will be established for students moving into Charleston.

7. Students desiring entrance at Grade 11 must complete all 9th and 10th grade prerequisite requirements.

8. Students must be residents of Charleston County.

GRADUATION REQUIREMENTS FOR THE ACADEMIC MAGNET HIGH SCHOOL PROGRAM DIPLOMA

1. Students must complete 26 units of approved courses.

2. Students must obtain a minimum of 12 hours of advanced placement standing and/or college-level credit.

3. Students must maintain an average of B or better for eight semesters.

IX SUMMARY OF HIGHLIGHTS

Listed below are the highlights of the Academic Magnet High School Program which make it unique to any other program offered in the Charleston County School District.

The typical student graduating from the Academic Magnet High School Program will

- experience a collaborative decision-making relationship involving a professional educator and the student's parent in regard to career goals and a program of study. This will be accomplished through an advisement program to insure that the student and parent, guided by a teacher adviser, can examine educational alternatives and make meaningful educational decisions.
- demonstrate advanced levels of computer literacy.
- demonstrate competence in geographical concepts.
- demonstrate advanced levels of oral proficiency in a second language.
- experience collaborative study/research with a college mentor.
- demonstrate skill in orally presenting and defending a sophisticated science or math research project.
- complete one comparative, descriptive or analytical research paper each year which combines at least two of the following subject areas: English, social sciences or foreign language.
- complete the Advanced Placement required summer reading lists.
- attend the Saturday Scholars Program at MUSC.
- participate in the "In Your Own Write" Festival of Youth Drama competition sponsored by Theatre Royale, Bath, England.
- obtain a minimum of 12 hours of advanced placement standing and/or college-level credit.
- graduate with a grade average of B or better.

X. TIMELINE

1.	January 27, 1988	Concept approval by Academic Policies and Instruction
2.	February 8, 1988	Board of Trustees' approval and authorization to post position for headmaster
3.	February 22, 1988	Board approves admission procedures
4.	February 26, 1988	Admissions procedures advertised and applications available
5.	February 29, 1988	Interviews completed for headmaster
6.	March 14, 1988	Board of Trustees' approval of headmaster recommendation
7.	March 18, 1988	Post teaching positions available for Academic Magnet High School Program
8.	March 31, 1988	Deadline for receipt of student applications
9.	April 8, 1988	Deadline for receipt of teacher applications
10.	April 18, 1988	Headmaster assumes position (or acting principal or head teacher)
11.	April 28, 1988	Board of Trustees' approval of final plan for Academic Magnet High School Program
		Board of Trustees' approval of teacher appointments
12.	May 2, 1988	Letters sent to all student applicants
13.	May 11, 1988	Headmaster meets incoming parents/students (Open House)
14.	June 6 - 30, 1988	Summer curriculum development Staff development
15.	July 1 - August 1, 1988	Student handbook Course of Study completed